

LANCASTER
COUNTRY DAY
SCHOOL

2020 - 2021

COURSE SELECTION GUIDE

MIDDLE SCHOOL

LCDS COURSE GUIDE FOR 2020-2021

This *Course Guide* contains our academic policies and is a listing of all courses available in the Lancaster Country Day Middle School. Specific courses may or may not be offered in a given year due to student interest or scheduling conflicts. A good faith effort will be made to enroll students in the courses they choose. However, we may not be able to accommodate all requests. Thus, this *Guide* is not a contract to offer specific courses during any given year.

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ACADEMIC POLICIES AND PROCEDURES

Lancaster Country Day School provides a challenging college-preparatory curriculum enhanced by numerous opportunities for personal discovery and growth, both inside and outside the classroom. The school's sequential curriculum is designed to develop skills, impart knowledge, arouse curiosity, and prepare students for a world of rapid change. Students are encouraged to think clearly, independently, creatively, and analytically and to realize their intellectual, physical, and artistic potential. As they mature, students need to learn to become increasingly responsible for their own learning.

ACADEMIC EXPECTATIONS

To be a successful student a person must learn to take responsibility for his or her own education. The academic program at LCDS places many demands upon students. While individual students must determine how they learn best and what standards are rewarding to them, there are two common ingredients for success:

- Daily preparation: A student's contributions to each day's classes rest upon the preparations made before class begins. A student should organize short- and long-term assignments so that they are completed thoroughly and submitted on time.
- Active participation: A successful student takes class notes, asks thoughtful questions, contributes ideas to discussions, listens attentively, and seeks extra help when needed.

COURSE CREDITS

Year-long courses that meet four (4) periods per cycle carry one (1) credit for the year. Courses which meet four (4) periods per cycle for one (1) trimester carry 1/3 credit. Other courses carry credit and meet as indicated in the course description.

College, Online, and Summer Courses

Students who wish to take a course through a college, university, online, or another high school and want LCDS to recognize the course must gain prior approval in writing of the appropriate department chair and Head of Middle School. The major criteria that will be considered are the student's academic standing, effort, and suitability of the proposed course to the student's overall course of study.

Course work taken outside of LCDS becomes the financial responsibility of the family. Moreover, it is the student's responsibility to ensure that the other school sends an official transcript showing the grade and credit to colleges, scholarship programs, and summer programs. LCDS attaches only transcripts from the previous high school of a transfer student to the official LCDS transcript.

Students taking a course during the academic year may use this course to fulfill one of the five (5) full academic courses per trimester requirement. LCDS will not include the grade or credits on our transcript nor use the grades in GPA calculations. These courses should be for advancement: to meet a prerequisite for a particular course, to accelerate progress in a particular discipline, or to study a subject not offered in our curriculum. The course selected, however, must be part of the institution's regular, full-credit curriculum. Students may not take a course that duplicates one concurrently available at LCDS.

Students interested in taking a summer course in order to advance in an area of study must obtain approval, as noted above, prior to taking the summer course. The course must be taken from an accredited, credit-granting institution that

will provide the LCDS student with a transcript that documents successful completion of the course so that the student can include this transcript in his or her college applications. The student will also be expected to complete a final assessment of the LCDS course and demonstrate an understanding commensurate with the prerequisite of the course to which the student desires entry. Taking an external course to meet a requirement rather than advance in an area of study will not be supported.

MARKING SYSTEM AND GRADING

Grading Scale

A's	(90-100)	Superior Achievement
A	93-100	
A-	90-92	
B's	(80-89)	Above-Average Achievement
B+	87-89	
B	83-86	
B-	80-82	
C's	(70-79)	Average Achievement
C+	77-79	
C	73-76	
C-	70-72	
D's	(60-69)	Below-Average Achievement
D+	67-69	
D	63-66	
D-	60-62	The minimum passing grade at LCDS is a "60"
F	Below 60	Unsatisfactory Achievement

Note: No student should receive a D+ or below on his/her report card without timely communication with the parent from the advisor or the teacher.

Calculation of Final Grades for Year-Long Courses

- Courses with final exams will have each trimester weighted as 2/7 of the final year grade with the exam weighted as 1/7.
- Courses without final exams will have each trimester weighted as 1/3 of the final year grade.

Incompletes

Incompletes should only be used for a student with exceptional and documented circumstances – for instance, extended absences or a family crisis. Incompletes will not be given to a student who has unexcused absences or who has been irresponsible about course deadlines.

- a. Incompletes MUST be resolved within three weeks of the end of the trimester (unless the circumstance continues). If the work is not done, a grade will be calculated with no credit for missing work.
- b. A teacher assigning an incomplete will email the student, parent, and Head of Middle School with a list of work due and the final due date.

Course Failure

No student may advance from one grade to the next, with an unresolved failure in a course that is required for graduation. Although the grade of “F” will not be replaced on a student’s official transcript and the “F” will be part of the GPA calculation, a student must resolve the failure in a required course in one of the following ways:

- Repeat the course in a summer school session immediately following the course failure and take the appropriate LCDS course final exam, earning a minimum score of 60.
- Repeat and pass the course in the following academic year at LCDS.
- Pass the course by a means agreed upon by the teacher of the course, the department chair, the Head of Upper School, and the student and parents.

For a course not required for graduation, a course failure may stand unresolved; the student’s transcript will reflect an “F” for the failure and a zero for the credits earned.

Report Cards

Report cards and written comments from each teacher are posted in MyBackpack at the end of each trimester. In the middle of each trimester, progress updates will be given. Parents meet with their child’s advisor in October for a conference. With every report card or update, parents are encouraged to focus on the comments to get the full view of their child’s progress. Because LCDS is a college-preparatory school, students are evaluated in a rigorous manner in terms of academic achievement.

Mid-Trimester Academic Reports

Progress grades are posted in MyBackpack at each mid-term. In Trimester 1, the advisor will meet with the parent to discuss the student’s progress. For Trimesters 2 and 3, mid-trimester progress grades are posted, and comments are written for students with grades of C+ or below or those who have dropped a full grade since the start of the trimester. Student-led conferences for parents, students and advisors take place early in Trimester 3.

ACADEMIC PROBATION

A student who is having serious academic struggles will be placed on Academic Warning or Academic Probation. Placing a student on Academic Probation sends a clear message of concern from the faculty and administration to the student and parents. It also will initiate the development of a plan to provide the student with the necessary support and guidance to be academically successful.

A student will be placed on Academic Warning or Probation at the end of a trimester if the student:

1. fails (1) one or more courses, or
2. earns two (2) grades below a C-.

A student who is in similar academic standing at mid-trimester may receive similar consequences but will not formally be placed on Academic Probation at that time.

Possible consequences for Middle School Students while on probation:

1. may lose eligibility to participate in extracurricular activities.
2. may be assigned mandatory help sessions with faculty and/or tutoring.
3. may be assigned to the Learning Support Specialist for additional academic assistance.

Middle School students may be removed from academic probation if at the next reporting of grades, either mid-term

progress reports or trimester grades, all grades are above a C- and all effort grades are an S or above. If, in the opinion of the Division Head, the student would benefit from continued academic support, the academic assistance may continue until the student has satisfactorily demonstrated acceptable progress.

Probation Consequences Regarding Re-enrollment

- First Trimester - A student placed on academic warning based on first trimester grades must improve his/her grades by mid-trimester in Trimester 2, or the status changes to Academic Probation. Students who remain on Academic Probation will not receive an enrollment contract for the next school year unless the student earns grades necessary to be removed from academic probation at the end of the second trimester or at the end of the year (final year grades).
- Second Trimester - A student placed on academic probation based on second trimester grades will have his or her enrollment for the subsequent year put on hold. If the student does not earn final year grades necessary to be removed from academic probation, it is unlikely the student will be allowed to enroll for the subsequent school year.
- Third Trimester - A student placed on academic probation based on third trimester grades will return on academic probation the subsequent year.

MS HOMEWORK POLICY

A good education is one that teaches children to become independent and life-long learners. Academic work outside of class is an opportunity for students to develop good study habits as they build deeper understanding of material. Academic courses can have approximately 45 minutes of homework per day. This might vary depending on each learner's reading speed, focus, and organization.

LEARNING SUPPORT- THE LAB

All students enrolled in Lancaster Country Day School are expected to meet the curricular standards and expectations established as the normal course of study. The Lab provides students additional support beyond the regular assistance and extra help given by classroom teachers. A student with documented learning differences will be given an Individualized Learning Plan (ILP) that is developed by the LCDS Learning Specialist after review of the student's psycho-educational testing. Learning Plans are designed to support students with learning differences without altering the curriculum or grading policies. Parents must sign-off on ILPs before any academic accommodations can be given to a student.

A student with a Learning Plan will work with the Learning Specialist to incorporate tactics and strategies to assist him/her in becoming a more independent learner and develop his/her self-advocacy skills. In the classroom students will receive only those accommodations that they continue to need as determined by the Learning Specialist in coordination with classroom teachers and the Head of Middle School. It is the hope that by their senior year students with learning differences will be able to achieve success using only those accommodations that will be available to them in the typical college/university setting; however, some students may continue to require many of their initial accommodations to support their learning throughout their LCDS tenure.

ATTENDANCE POLICIES

Regular school attendance is an important ingredient in your child's educational success. Each school day is an integral part of a coordinated program to provide the best possible education for your child. We ask that parents/guardians ensure responsible attendance so students can take full advantage of the time provided for their education. Missing class time can have an impact on the development of skills and understanding as well as overall achievement.

The school day begins at 8:10 a.m. and ends at 3:00 p.m. for all students in grades K - 12.

Parents/guardians should communicate with the appropriate division office no later than 8:30 a.m. to report an (a) absence, (b) tardy, or (c) early dismissal. We care deeply for the safety of your child and want to ensure you know when your child is absent, late, or will leave early. If not initially given, a note from a parent/guardian explaining the absence or tardiness is required when the student returns to school. When possible, medical appointments should be scheduled outside of the school day. For an early dismissal for a non-school event, parent permission is always required. No note is needed for school-sponsored activities (e.g., sports) that dismiss early.

To assist in determining the legitimacy of absences, a differentiation will be made between excused and unexcused absences. Students who will be missing the majority of a school day due to a planned absence are required to submit an *Absence Request Form* at least two (2) academic days before the absence(s). These forms are available in the Middle School office.

Excused Absences

Students who are absent are responsible for the completion of missed work. Generally, a student will receive the same number of days to make up the assignments that were missed due to an excused absence. It is the student's responsibility to make sure he/she understands what work needs to be made up and to schedule make-up tests, quizzes, or assignments. Most students will work with their advisor and/or teachers in developing a make-up plan for an excused absence. There are three (3) types of absence designations as described below:

1. **Excused absences - Support Provided (SP)**

A student who misses school for one of these reasons may request support from her/his teachers in making up missed work as well as rescheduling due dates and assessments.

- Unplanned Absences - A call/email to the division office the morning of the absence is required (Absence Request Form not needed) for:
 - an illness (a doctor's note may be requested)
 - a family emergency
- *Planned Absences - Absence Request Forms* must be completed for these types of absences:
 - an authorized school activity when missing more than one class period
 - a college visit approved by the Director of College Counseling
 - a religious observation
 - a significant family milestone event
 - an educational, athletic, or service activity in which the student has a demonstrated high level of commitment and the event cannot be scheduled outside of the school day (e.g. a dance recital, club team game, service project, etc.)

2. **Unexcused Absences**

These are absences that are not for one of the reasons noted above. A student in this situation may not be allowed to make up missed work and could receive zeros for missed work. This will be at the discretion of the individual teachers.

FINAL EXAMINATIONS

As an integral part of college preparation, the administration of final examinations is included in the total educational experience of Lancaster Country Day School students. Final examinations will be required for MS students for each of their full academic courses; alternative types of assessment can be used at the end of the first and second trimesters (papers, projects, oral presentations, or take-home exams). Final exams in one-trimester electives are optional. All final examinations will be administered during the prescribed examination period.

Students are required to remain in the testing room for the entire exam period. Only students with documentation on file at LCDS will be allowed accommodations (extended time, separate setting, use of a word processor, or other accommodations) on exams.

REGISTRATION AND SCHEDULING

During the third trimester, students register for their courses for the following academic year. Each student's advisor will review course options and work with the student, parents, and the Head of Middle School, to help assure that he or she has chosen a course of study appropriate to his or her academic achievement and plans.

In spite of the best efforts to satisfy students' course requests within the academic regulations of each department, students may not be able to enroll in courses they have chosen due to enrollment, class size, scheduling conflicts, or other factors. In this event, reasonable efforts will be made to accommodate student requests for alternative courses.

LATE WORK POLICY

It is essential for students to learn to organize their time effectively. Meeting reasonable deadlines is a student's responsibility. Major papers and projects are expected to be completed and handed in on the due date. In case of illness, emergency, or early dismissal (including athletic events), it is the student's responsibility to obtain assignments and to reschedule tests and appointments. Missing a make-up test on the pre-arranged date will result in a failing grade. If, without prior arrangement with the teacher, a deadline on a paper is not met, the mark may be lowered one grade for each day the assignment is late. Teachers reserve the right to not accept student work which is turned in over one week after the official due date. Individual teachers will indicate the manner in which the late work must be submitted.

MAJOR ASSESSMENT GUIDELINES

Assessments, whether presentations, exams, tests, quizzes, labs, projects, or papers, form an integral part of the educational process allowing students to demonstrate their mastery of materials and faculty to assess student progress. To allow a student to demonstrate his/her full understanding, the Middle School policy is that on a given day a student taking five academic credits does not need to have more than two (2) major assessments. Students who choose to take more than five academic credits may need to complete up to three major assessments on a given day. Quizzes and quests do ***not*** count as major assessments.

- **Quiz** = short assessment that takes 20 minutes or less for non-extended-time students.
- **Quest** = medium size assessment that takes between 20 – 30 minutes for non-extended-time students.
- **Major Assessment** = test, exam, or other assessment that takes 30 minutes or more for non-extended-time students to complete, OR a project, presentation, or paper that encompasses a week or more worth of material and that asks the student to synthesize a range of material.

Coordinating Major Assessments

1. If a student has three (3) *major* assessments on the same day, it is the student's responsibility to approach the

third teacher on the list and ask him or her to move the assessment to another day for that student. The teacher is obliged to do so if the student meets guideline #2 and agrees to comply with guideline #3. If a teacher does not post a major assessment on CORE at least five school days before the assessment, that assessment is automatically 3rd.

2. The student must make his or her request at least two school days before the date of the assessments. Students should take responsibility for this.
3. Students should expect to take the “third” assessment no more than two school days after the original assessment date. At the teacher’s discretion and agreement of the student, the assessment may be moved to a date before the original assessment date.
4. All major assessments will be due at least five school days prior to the Final Examination Week.

HOMEWORK OVER VACATION

No homework may be assigned over the long vacations (Thanksgiving, winter break, and spring break). However, students may want to take advantage of these breaks to work on long-term projects, such as Science Fair.

ACADEMIC COMMITTEE

The Academic Committee members are the Department Chairs of English, Mathematics, History, Science, Language, Physical Education, and the Arts; the Director of College Counseling; the Director of Information Services; and the Middle and Upper School Division Heads. The Chair of the Committee will be appointed by the Division Heads in consultation with the Head of School.

The committee exists for the following reasons:

- To review and recommend statements of academic policy and procedure for the Middle and Upper Schools.
- To hear and evaluate departmental recommendations for changes in the curriculum in the Middle and Upper Schools.
- To review all student applications for credit exceptions and independent study courses taken for credit.
- To discuss important Middle and Upper School academic issues and make appropriate recommendations.
- To communicate curricular issues to faculty across all divisions so as to help ensure continuity of our PS-12 curricula. To assist this cross-divisional communication, the LS Division Head (or his or her designate) may be invited to attend the Academic Committee meetings.

English Courses

The mission of the English department is to help our students cultivate empathy and develop critical thinking skills through engagement with texts of increasing complexity. We believe that literature can enrich our students’ lives by helping them see that they are part of a larger web of human cultures--past, present, and future; we also believe that firm command of language is necessary for them to be able to participate in their many communities. We endeavor to promote lifelong learning, a love of language, and self-awareness in our students while giving them the tools for effective communication, including reading, writing, speaking, and listening.

Our objectives are for students to:

- Read carefully and critically with attention to conventions of genre, to intratextual patterns, and to intertextual, personal, historical, and cultural connections
- Utilize the writing process to develop compelling rhetorical strategies and styles for a variety of writing projects within literary studies
- Voice ideas with clarity and confidence and refine those ideas through active and respectful interchange with

others

- Apply grammar, mechanics, and usage rules effectively in a variety of modes of communication.

100	English 6			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This comprehensive program promotes thinking, reflection and communication skills. Students study the elements of literature through their reading of selected texts – both fiction and non-fiction. Students are required to read several texts independently throughout the year. In language skills, students concentrate on parts of speech, grammar usage, vocabulary development, research, and class presentations. Writing skills are addressed through a variety of assignments. Formal paragraph development and revision are emphasized along with cohesion and organization. Likely texts include: <i>Walk Two Moons</i>, Creech; <i>The Witch of Blackbird Pond</i>, Speare; <i>The Giver</i>, Lowry; <i>Snow Treasure</i>, McSwigan; <i>The Adventure of Tom Sawyer</i>, Twain; and <i>Six Great Sherlock Holmes Stories</i>, Doyle.</p>			

101	English 7			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>English 7 relies on nightly reading assignments and student writing to provide an impetus for intellectual growth. The course will focus on literary techniques entailed in fiction, drama, and poetry, as well as the development of expository and creative writing. Students will be given the opportunity to use the English language through experimentation with fiction, poetry, journals, critical work, and other creative outlets. Texts will include selected poetry and short stories as well as longer texts pulled from the following authors: Alexander, Bradbury, Cisneros, Goodrich and Hackett, Knowles, Rushdie, Thoreau and Shakespeare.</p>			

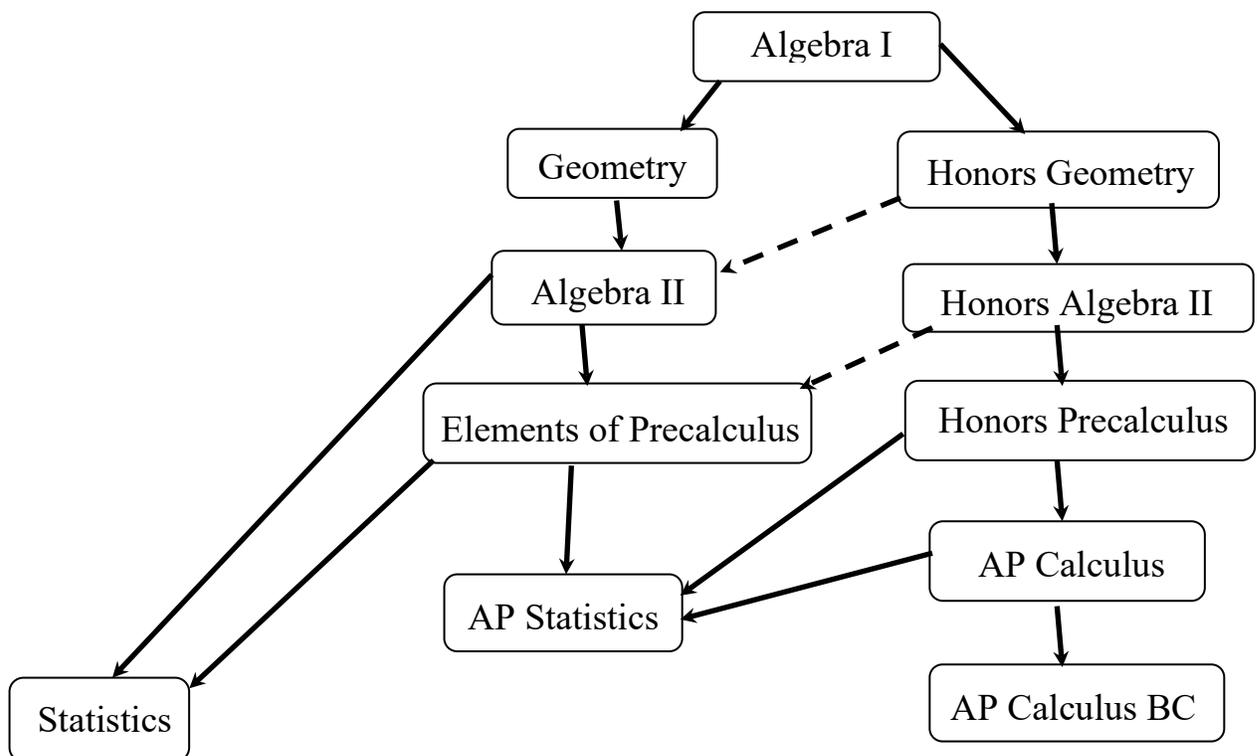
102	English 8			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>In English 8, students will continue to develop their skills in both literary analysis and writing effectively, especially for an academic audience. Moreover, students will learn what it means to be “rhetorically aware” and will review and further refine the application of the conventions of academic writing in the field of English to their own writing. Students will use texts not only as works to be interpreted and analyzed but also as models of writing to be evaluated and—where appropriate—emulated. Students will read and discuss a variety of literature—including their first scholastic experience with Shakespeare—while further refining their writing and speaking skills.</p> <p>Major texts: William Golding’s <i>Lord of the Flies</i>, Harper Lee’s <i>To Kill a Mockingbird</i>, William Shakespeare’s <i>A Midsummer Night’s Dream</i>, John Steinbeck’s <i>The Pearl</i>, selected myths from Bernard Evslin’s <i>Heroes, Gods and Monsters of the Greek Myths</i>, Edith Hamilton’s <i>Mythology</i>, and selected short stories, poems, and essays/articles.</p>			

Mathematics Courses

A key focus of the mathematics program at Lancaster Country Day School is the development of students' mathematical problem solving skills. As students become better problem solvers, they learn to use mathematics to model life situations, to find patterns and relationships, to use calculators and computers as tools when appropriate, and to determine whether their results make sense.

Students progressing through our college preparatory curriculum build a solid toolkit of arithmetic and algebraic skills, develop geometric reasoning, learn to think critically, and use data analysis to solve problems with confidence. Working independently or collaboratively, students communicate their knowledge through written and verbal expression. Our aim is to help students develop an appreciation for the value and usefulness of mathematics and to encourage curiosity about its endless possibilities.

All students will take Algebra I, Geometry, and then Algebra II. Following Algebra II, students have a variety of ways to fulfill the mathematics requirement of at least one year of mathematics beyond a second algebra course. The following diagram illustrates the most common sequences of mathematics courses. Moving into the honors sequence is possible with outstanding performance as well as permission from the instructor and department chairperson.



200	Middle Math I			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course in general math includes an extensive review of operations with decimals and fractions; introduces operations with signed numbers; examines the relationships among fractions, decimals, percentages, and ratios; and provides an introduction to geometry and algebra concepts. Concurrently students use these skills to practice solving a wide variety of problems using diverse strategies in the foundations of algebra, graphing, and statistics. The course is taught with regard to the best practices with special emphasis on quantitative and abstract reasoning, perseverance in solving problems, and looking for and making use of structure.			

201	Middle Math II			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course in general math provides a cursory review of operations with decimals; a complete review of operations with fractions; and extensive work with signed numbers, proportions and ratios, applications of percent, probability, and figures in geometry. Concurrently students use these skills to practice solving a wide variety of problems using diverse strategies in the foundations of algebra, graphing, and statistics. The course is taught with regard to the best practices with special emphasis on quantitative and abstract reasoning, perseverance in solving problems, and looking for and making use of structure.			

202	Pre-Algebra			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Pre-algebra focuses on three broad areas, or strands, of mathematics: algebra, number and geometry. This course will place a strong emphasis on the continued study of integers, fractions, decimals, percentages, ratios, order of operations, variables, expressions, and equations. Students will solve equations and inequalities, write and solve proportions, and explore geometry, statistics, and graphing concepts. Problem solving will be emphasized throughout the course. A TI-36 calculator is required.			

211	Algebra I			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Taught from a technological approach using our interactive eBook and TI 83/84 calculators, this year-long course is the foundation of all mathematics courses. Students will analyze data as it relates to the real world. Concepts and skills to be mastered involve arithmetic operations and algebraic skills with linear equations, inequalities, and systems of equations. Our lessons on proportions, coordinate graphs, polynomials, and quadratic equations will be covered with applications to real-life problems.			

229	Honors Geometry			
	<i>Gr. 8-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	By discovering the many theorems and postulates of Geometry, students will improve their spatial reasoning and logic. The course includes an in-depth analysis of plane, solid, and coordinate geometry including triangle congruence and similarity, properties of parallel lines, right triangle trigonometry, area, and volume of solids/prisms. Emphasis is placed on developing critical thinking skills as they relate to both abstract mathematical concepts as well as real world problems. Proofs by deductive reasoning are a significant component of the course work.			
<i>Prerequisites:</i>	<i>A grade of B+ or higher in Algebra I, or permission of the Algebra I instructor.</i>			

224	Honors Algebra II			
	<i>Gr. 9-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	The primary goal of this course is to learn how to solve and graph most of the basic functions needed in a students' mathematical career. They will continue learning about lines, absolute values, and quadratics and begin exploring exponential, log, and root functions. Students will also learn basic modeling and problem solving techniques that will be further developed in <i>Precalculus</i> . A TI-83 or 84 is required.			
<i>Prerequisites:</i>	<i>B or higher in Honors Geometry.</i>			

Science Courses

The Science Department's goal is to increase students' awareness, understanding, and appreciation of the world in which they live. Students are introduced to the fundamental principles of science and the processes by which scientific knowledge is acquired. They use the processes of inquiry to develop their ability to think critically and communicate intelligently. Modern lab and computer applications are utilized to enhance each student's technological literacy. The collection and organization of data through careful observation, the search for underlying regularities, the formation and testing of hypotheses, and the communication of results and conclusions are concepts stressed in all of our courses. Further, students are shown that science is an ongoing endeavor in which old theories are replaced when new evidence does not support them. They are encouraged to question and evaluate theories that are presented as fact.

We offer introductory courses that provide a firm foundation and allow students to pursue further study with greater understanding and appreciation. Our advanced courses are intended to allow students to increase their skills and knowledge through the study of a variety of topics of special interest.

300	Life Science			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	The sixth-grade science curriculum explores the balance and the interactions of the human body's systems and of the environment. Through the study of cells, genetics, and the human body, students learn the basic needs of life, the functions of the body's systems, and the importance of healthy choices. By becoming aware of the delicate relationships in ecosystems, students learn of humanity's use and abuse of our environment and are encouraged to take an active role in caring for the world around them. A three-day field trip to Penn State's Outdoor School reinforces this appreciation and understanding. Relevant current events are discussed, using resources such as newspapers, videos, the Web, and "Science World," a classroom publication.			

301	Physical Science			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Physical Science is an investigative course emphasizing student inquiry. The Physical Science course focuses on the basic concepts of chemistry and physics. In the chemistry portion, students study themes such as matter, atoms, the periodic table, and chemical reactions. During the physics portion, students investigate energy, waves, motion, magnetism and electricity. Students will actively explore each theme through laboratory and field experimentation. In the fall and winter students will be required to plan and complete an independent science fair project. Planning for the project will be done in class, and students will be mentored throughout the process, but the majority of the work will be done outside of class time.			

302	Earth Science			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Earth Science is the study of the earth and its environment. While each of four branches of earth science – geology, meteorology, oceanography and astronomy – will be covered, strong emphasis will be placed on geology and meteorology due to their applicability to daily life. The aims of the course are to increase the students' understanding of their environment and to foster a view of the world as an orderly place that can be understood through science. In the fall and winter students will be required to plan and complete an independent science fair project. Planning for the project will be done in class, and students will be mentored throughout the process, but the majority of the work will be done outside of class time.			

History Courses

The study of history promotes an understanding of the fundamental values of societies; therefore, the History Department encourages students to answer the question “who are we?” from a myriad of perspectives—political, social, geographical, and cultural. While exploring their place in history and the world, students learn to value the importance of perceptive analysis and informed citizenship.

LCDS history students should attain global knowledge, ideas and information about the United States and world history, including history of Europe and regions beyond the West. They should achieve a sense of basic chronology for significant events throughout history and understand the interdisciplinary nature of historical knowledge.

In the process of understanding the past and its effect on the present, students should develop a range of analytical and critical thinking skills: the ability to evaluate and interpret a wide range of primary and secondary sources, to properly integrate research in oral and written reports, to cogently express an argument in written form, and to integrate electronic research and publication into historical analysis.

The intended effects of this curriculum are students who have developed skills of analysis, research, and abstract thinking and who are capable of understanding their connection to the larger society and to history as a whole.

400	Grade 6 History – Ancient Civilizations, Age of Exploration, and Colonization			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	In this class, students will study the ancient civilizations of the world. We will look back in history exploring each civilization and evaluate the impact each had on the world as we know today. Some of the civilizations we will study are the cultures of Fertile Crescent, the Egyptians, the Greeks, the Romans, and others. In addition, students will complete a unit study on the Age of Exploration and a unit covering the colonization of North America.			

401	Grade 7 History – United States History			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Designed as an introduction to early American history, this course focuses on the nation's search for progress, identity, and social equality. With English colonization and the late 19th century immigration movement serving as transatlantic bookends for the course, other content areas include the American Revolution, Antebellum period, Civil War, and Reconstruction. Students will collaborate in technologically based group projects, evaluate primary and secondary sources, engage in debates and write analytically, while questioning America's paradoxical development as a democratic nation fueled by slavery and racial prejudice.			

402	Grade 8 History – The Modern World			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Specifically designed to approach the subject from a global perspective, this course first focuses on foundational geographic and historic knowledge of the Modern World and then builds on that foundation by delving more deeply into some of the crucial issues that face us today. We begin with a unit that looks at the process and purpose of historical investigation and analysis by asking the question, "What is history?" Then students spend several weeks studying the geography of the world before scrutinizing a global historical narrative from approximately 1850 to 2000. When we have a basic framework of knowledge about where and when important recent events occurred, students take a look at statistical trends that help describe what today's world really looks like as well as add to our understanding of how the world reached its present state. The class spends the last portion of the year researching, discussing and analyzing issues such as human rights, energy, poverty, warfare, and the role of ideas and beliefs in the modern world.			

Language Courses

The language curriculum aims to give students a foundation in both classical and modern languages by offering courses in Latin, Chinese, French and Spanish. The study of Spanish begins in preschool with non-credit introductory courses. In order to graduate, students are required to complete Level III of one language. Interested, motivated students are urged to pursue language study beyond the requirement, and they may even choose to study more than one language in depth. The department offers optional travel opportunities to enhance the curriculum and to immerse students in the language and culture studied.

The Language department aims to promote a lifelong enjoyment and learning of world languages in our students and to develop linguistic proficiency that enables effective communication in a target language. We strive to prepare our students to become global citizens in a multilingual society and to help them better understand the world in which we live.

The goals of the Language Department are based on the 5Cs of the American Council on the Teaching of Foreign Languages.

- Communication: develop skills in listening, speaking, reading, and writing in order to communicate effectively in a target language
- Cultures: gain insight into the social practices, products, and perspectives of a culture through the study of cultural contexts in which the language occurs
- Connections: develop critical thinking skills and enhance students' understanding of other disciplines through the study and use of a target language
- Comparisons: develop insights into languages and cultures by comparing their own to a target language and culture
- Community: use the target language authentically to interact and collaborate in the classroom, community, and beyond

531	Latin I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the Latin language using a reading program, which focuses on the life and times of the Roman poet, Horace. This program stresses the mastery of Latin vocabulary and basic grammatical structures, the building of a strong English vocabulary and a more extensive knowledge of ancient history and mythology. Constant reference to the English language is made to reinforce grammatical concepts and provide comparisons with Latin. (The <i>Latin I</i> course is often studied concurrently with <i>World Civilizations I</i> , as <i>Latin I</i> enhances one's appreciation and understanding of the classical components of the <i>World Civilizations I</i> curriculum.)			
<i>Prerequisite:</i>	<i>None</i>			

536	Spanish A			
	<i>Gr. 6</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish A is the first of three courses designed to cover the same curriculum as Spanish I. This course continues to develop the speaking, listening, writing and reading skills started in the Lower School with a more systematic acquisition of all four skills. DVDs and CDs are used in conjunction with the textbook. This program also has an accompanying website for interactive exercises.			
<i>Prerequisite:</i>	<i>None</i>			

537	Spanish B			
	<i>Gr. 7</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish B is the second of three courses designed to cover the same curriculum as Spanish I. This course continues to strengthen language using CDs and interactive DVDs in conjunction with the textbook. Student will work to master new vocabulary and grammatical concepts, as well as improve their speaking, listening, reading and writing skills through a variety of activities. This program also has an accompanying website for interactive exercises.			
<i>Prerequisite:</i>	<i>C- or above in Spanish A. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish A.</i>			

538	Spanish C			
	<i>Gr. 8</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish C is the third of three courses designed to cover the same curriculum as Spanish I. This course expands the students' grammatical knowledge and vocabulary in order to increase their ability to express themselves more spontaneously. Emphasis is placed on grammatical concepts, advanced vocabulary, and pronunciation, and students will continue to develop their speaking, listening, reading, and writing skills through a variety of activities. This program also has an accompanying website for interactive exercises.			
<i>Prerequisite:</i>	<i>C- or above in Spanish B.</i>			

551	Spanish I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the basic skills of speaking, listening, reading and writing for the purpose of communication. Spanish I is the first step toward the acquisition of a basic vocabulary, an understanding of fundamental grammatical structures, the development of accurate pronunciation and an acquaintance with the Spanish-speaking peoples around the world and their cultures. (This Upper School course covers material similar to Spanish A, B and C in one year.)			
<i>Prerequisite:</i>	<i>None</i>			

566	Chinese A			
	<i>Gr. 6</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course introduces students to the basic skills of speaking, listening, reading and writing for the purpose of communication in Mandarin Chinese. This course focuses on developing students' listening and speaking skills through conversations. It also introduces students to the Pinyin Romanization system. At the same time, this course introduces students to reading Chinese classics with goals of developing students' pronunciation, reading fluency, and recognition of Chinese characters, as well as preparing students for their study of China in our World Civilizations courses.			
<i>Prerequisite:</i>	<i>None</i>			

567	Chinese B			
	<i>Gr. 7</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese B is the second of three courses designed to cover the curriculum in Chinese I. This course continues to build students' language skills of speaking, listening, reading and writing for the purpose of communication. This course builds on the sequence and topics introduced in Chinese A and continues to solidify students' mastery of the Pinyin Romanization system, essential grammatical structures, basic Chinese characters, and vocabulary and usages. At the same time, this course further develops students' ability reading Chinese classics, the goals of which include development of students' pronunciation, reading fluency, and recognition of Chinese characters as well as preparing students for their study of China in the Upper School's World Civilization I and II courses.			
<i>Prerequisite:</i>	<i>Chinese A at LCDS or an equivalent level of study at another institution.</i>			

568	Chinese C			
	<i>Gr. 8</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese C is the third of three courses designed to cover the curriculum in Chinese I. This course continues to build students' language skills of speaking, listening, reading and writing for the purpose of communication. This course builds on the sequence and topics introduced in Chinese B and continues to solidify students' mastery of the Pinyin Romanization system, essential grammatical structures, basic Chinese characters, and vocabulary and usages. At the same time, this course further develops students' ability reading Chinese classics, the goals of which include development of students' pronunciation, reading fluency, and recognition of Chinese characters as well as preparing students for their study of China in the Upper School's World Civilization I and II courses.			
<i>Prerequisite:</i>	<i>Chinese B at LCDS or an equivalent level of study at another institution.</i>			

575	Chinese I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese I is an introductory course that focuses on the fundamentals of Mandarin Chinese - speaking, listening, reading, and writing. This course focuses on the Pinyin Romanization system, essential grammatical structures, and basic Chinese characters, vocabulary and usages. Students learn communicative skills regarding daily life and basic social interaction. The emphasis of the course is on active learning in a communicative setting with a variety of language activities including games, dialogues, oral presentation, imaginative tasks and projects. Chinese classics recitation is introduced in this course.			
<i>Prerequisite:</i>	<i>None</i>			

Computer Science Courses

Computers and other related technologies are essential tools in education and the School strives to integrate them into the curriculum. In addition, the Computer Science Department offers mandatory technology literacy courses in both middle and upper schools to ensure that every student is exposed to a wide variety of technologies and becomes comfortable and effective with them.

261	Technology 6			
	<i>Gr. 6</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd or 3rd Trimester</i>
	The goal of the sixth grade technology program is to continue to develop the students' familiarity with technology in general and to give them a sense of mastery over the tools. Independent thinking, collaboration and critical problem-solving skills are emphasized. Units covered include Google Apps, Internet safety (digital citizenship), 3D printing and programming.			
<i>Prerequisite:</i>	<i>None</i>			

262	Beginning Programming			
	<i>Gr. 8</i>	<i>Beginning Programming OR Eighth Grade Music is Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd or 3rd Trimester</i>
	The study of the Python programming language will help students to enhance their creativity, critical thinking, organization, and problem solving skills. Accordingly, this course provides an introduction to programming concepts including variables, strings, loops, branching, objects, and modules. Python is a versatile, readable and powerful language which affords an accessible entry point to learning about programming. Lessons on Python will be supplemented by activities in Scratch, Python, Processing, Arduino C++ and Java Script to highlight commonalities in structure.			
<i>Prerequisite:</i>	<i>None</i>			

Arts Courses

The Department of the Arts believes that it is through the creative spirit and its inherent challenges that students develop heightened sensory perceptions and expanded conceptual and analytical skills. Creative problem solving, paired with the focus and discipline the arts require, are precisely the skills that future employers will require.

The Arts Department offers four disciplines: theatre, music, dance and visual arts. It is our intention that through these offerings students will gain a better understanding of the world at large and will be stronger people for it.

Middle School Arts Courses

Required:

- Sixth and Seventh Grade Music (Eighth Grade Music OR Beginning Programming is required)
- Sixth, Seventh, and Eighth Grade Art
- Eighth Grade Theatre

706	Sixth Grade Music			
	<i>Gr. 6</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	Sixth Grade Music is a continued experience in the learning and application of knowledge about the elements of music. It covers basic music theory, composition, music reading, form, and music from the United States and abroad. Students demonstrate their understanding as listeners, performers, and creators.			

707	Seventh Grade Music			
	<i>Gr. 7</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	In Seventh Grade Music, students will receive a broad view of Western European music history. Music from various time periods will be listened to, discussed, critiqued, and evaluated. Students will review basic music theory skills and continue on to basic chord progressions. Basic guitar techniques for melodies and chord progressions will enhance their listening skills and music theory skills.			

708	Eighth Grade Music			
	<i>Gr. 8</i>	<i>Eighth Grade Music OR Beginning Programming is Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	In Eighth Grade Music, students will focus on the development of American genres. Music theory will be explored and applied to the various styles of music we discuss. Listening skills will be enhanced by rhythmic, melodic, and harmonic dictation. Students will apply these concepts to guitar performance as well.			

806	Sixth Grade Art			
	<i>Gr. 6</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this studio course, students work with a variety of art media in both two and three dimensions. Students develop their compositional skills as they start with an idea, create an image, and then play with its elements as they focus on the formal and expressive qualities of their work. They will also be introduced to a variety of artists and art from around the world. Goals for the class are to increase students' knowledge of our artistic heritage, build students' skills and confidence with art materials, and increase students' ability to express themselves in visual form.			
807	Seventh Grade Art			
	<i>Gr. 7</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this studio course, students explore the formal and expressive aspects of design. Focusing on the elements and principles of art, they work in a variety of media in both two and three dimensions as they further develop their skills, learn art terminology, and are introduced to works of famous artists and great art of the world. Media include clay, paper collage, printmaking, computer design, cardboard, and drawing.			
808	Eighth Grade Art			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	The focus of eighth grade art is to develop students' perceptual, technical, and problem solving skills. Students work with black and white media such as pencil, charcoal, and ink. Color and painting are explored as well as sculpture in clay. In the third trimester students are challenged to design and fabricate outfits out of recycled materials. Famous artists and their work are presented throughout the year to illustrate concepts discussed in class.			
628	Introduction to Theatre			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	This course is offered to eighth grade students to stimulate their interest in exploring the world of theatre, through the eyes of the actor. Students, through learning theatre history from the ancient Egyptians, Greeks, and the Renaissance, are given a new view on theatre and a lifelong appreciation. During the trimester, the students will also have two group projects that will incorporate the lesson from the class, allowing the students to have real-life theatre. There will be a final performance for the Lower School students, as well as an off-campus performance for a retirement home. This class meets three periods per week.			
666	Sixth Grade Public Speaking			
	<i>Gr. 6</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	In this required one trimester course, students engage in writing and performing speeches. Students will learn to rely on their voices and their presentation skills to communicate their ideas, rather than technology. Students will learn and practice foundational public speaking skills such as: listening, analyzing, and delivering constructive criticism to peers. They will perform manuscript, extemporaneous, memorized, and impromptu speeches. The students' public speaking skills will be enhanced as will their writing skills, all while building confidence within each student.			

Electives:

In addition to the required arts courses, all Middle School students must participate in two electives each year. Sixth and seventh grade students must choose from Middle School Chorus, Middle School Band, or Middle School String Ensemble. Eighth graders may choose one of these performing ensemble, or may take a Music Exploration course as an alternative. In addition to these three courses, students will choose from a list of other exciting and enriching course options in the arts, STEM and more. These courses will be offered conditionally, depending on the number of student requests and the availability of staff. Middle School students may drop an elective course only within the first two weeks of that course. Preference is given to eighth grade students.

629	Middle School Theatre Ensemble			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this year-long course, working as a “theatre company,” students will design, technically run, and perform a show. Performances will occur throughout the school year - both on and off campus. Students will engage in acting exercises, improvisation, and devising and adaptation techniques. The culminating event will be a performance for family and friends at the end of the school year. Previous theatre experience is not a requirement.			

620	Dance, Express, Explore!			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This class encourages expression through movement by introducing students to a variety of dance styles and movement improvisation techniques. Through dance, students will build self-confidence while improving posture, balance, rhythm, and coordination. Students will also have the opportunity to collaborate on several group dances which they will perform at MS events and the school-wide Spring Arts Festival. Dancers of all levels are welcome.			

709	Middle School Chorus			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle School Chorus is open to interested students without audition or prerequisite. The class is designed for students who have a developing interest in their voice and singing in a choir. Through carefully planned lessons students are exposed to the concepts of good singing, sight reading, music theory, singing in a foreign language, and working as a team. Music is chosen to expose the singers to the endless variety of styles and cultures represented by singing traditions found all over the world.			

710	Middle School Band			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle school students who play a band instrument may join this ensemble, which meets twice a week plus sectionals. Students will develop musicianship through the discussion and rehearsal of the elements that create music, such as phrasing, balance, intonation, and more. The ensemble performs various styles of music in school programs and off campus as scheduling permits.			

710S	Middle School Strings			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle School Orchestra is open to interested string players without audition or prerequisite. The class meets twice a week, plus one sectional rehearsal. Students will have the opportunity to continue to develop techniques specific to string instrument performance, including: tone production, vibrato, bow articulations, and beginning position work. Music is chosen to expose players to new techniques and genres, as well as to develop a love and appreciation for working as a team to express themselves musically.			

805	Animation Art			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Animation Art introduces students to basic types of stop-motion animation. Students learn how to: create storyboards, use capture animation software, work a digital camera, edit their films, learn film terminology, compose original soundtracks, learn the basics of timing and spacing as they make their own animated short films. As the year progresses students are able to explore advanced techniques such as incorporating live action and special effects into their animations as well as an introduction to computer animation using Adobe Animate CC software.			

204	Math Counts			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	The MathCounts Competition Series is: "A national middle school mathematics competition that builds problem solving skills and fosters achievement through four levels of fun, in-person "bee" style contests." Students who enroll in this elective will use materials provided by the MathCounts organization to prepare for one local and one regional competition. They will be required to attend the regional competition which takes place on a Saturday in February at Millersville University. The preparation and program require work on challenging problems. Students will face problems that require learning new skills in algebra and geometry. Homework will not be required but optional additional practice assignments will be provided.			

809	Lego Robotics			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This course prepares students for the First Lego League tournament. As such it is for those who want to commit to a long-term project. Students design and build robots using the LEGO EV3 system as well as collaborate on a significant research project for the competition. There is an afterschool commitment to this class, with team meetings twice weekly throughout much of the year.			

711	Music Exploration (Music ensemble alternative course)			
	<i>Gr. 8 only</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This course will engage students in musical activities where they create, perform, connect, and respond through experiences with various instruments, the voice, and technology. The class will have a performance component to be completed during the school day. This course will fulfill a music performance requirement for 8th grade.			

834	iPhotography			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This is an engaging class incorporating technology where students will learn how to create art using the camera in an iPad and/or smartphone. They will learn how to read and interpret light and how to use various apps for creative effects. Students will learn how to talk about images using the visual language of the principles and elements of design. Students will also be introduced to artworks created by artists using iPhones and iPads. All students will need either an iPad or a smartphone.			

205	MS Yearbook Production			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This course is intended for both new and experienced MS yearbook students. The MS staff will assist the US in production of the yearbook and the supplement. They will be introduced to a wide range of journalistic skills: desktop publishing, photography, photo cropping, design and story-telling. Students will learn about layout as it relates to theme and will learn the use of an online publishing program, as well as skills in photo editing and business management. Students will be expected to take initiative with photo-taking, interviewing, and gathering all the information needed to complete their pages. Class size is limited.			

026	NeuroSculpt			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	You have a brain and use it every day, but how much do you actually know about your brain? In this course, you will learn how your brain works so you can train it to work for you. Topics of study include anatomy of the brain, myelination, neuroplasticity, the unique features of the adolescent brain, neuromyths, attention and memory. These topics will be explored through a variety of activities, such as building models of the brain and neural pathways, designing illustrations and creating videos. By the end of this course, you will be able to tackle your school work with confidence because you will have become an expert in learning and the brain.			

	STEM Challenge			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Do you like to problem solve? Are you willing to work through problems? Are you a "fixer"? If so the STEM Elective is for you. We will work on small-scale models of real-life problems. We will build, rebuild, redesign, and test many of our creations.			

	Fitness for Life			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This course will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue lifelong physical activity. Students will gain an understanding of the components of health-related fitness, skill-related fitness, training principles, and the benefits of being physically active. Students will participate in activities, such as mountain biking, archery, and jogging, that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. Students will exhibit a physically active lifestyle through participation in many lifetime sports or activities during the course.			

Art, Engineering and Tinkering Studio			
<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
<p>This class combines art, engineering and technology. Similar to the STEM challenge elective, this is a STEAM challenge class. Students will be using the design thinking model to come up with original ideas, create designs, build, test and refine to improve their designs. Each trimester will focus on a different engineering challenge. We will work with simple machines to create kinetic sculptures and learn about circuits and electronics to add light and sound to art creations. Students will be encouraged to complexify their designs as their skills and understanding grow. Take this class if you have patience, like to problem solve, and love to tinker with tools and materials.</p>			

Money Matters			
<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
<p>Students will learn the basics of personal and household finance, such as how banks, interest, credit, and budgeting work. They will use real world examples to learn how mortgages, insurance, banking, and other common financial transactions can help us in our life. We will also look into investing in various types of assets and pros and cons of each type. Finally, we'll examine how markets are supposed to work, and how they actually work: consumer, labor, investment, etc. Students will reflect on their anticipated wealth management challenges and career paths in relation to personal and household finance.</p>			

Physical Education Courses

Physical Education is a carefully planned curriculum designed to fulfill the growth, development, and behavior needs of each student through the natural medium of physical activity and movement. Emphasis is placed on involvement and the opportunity for each student to build, cultivate, and maintain a strong, active mind and body through participation. We also recognize that students develop physically and emotionally through the participation of extracurricular sports teams.

The goals of the physical education program are:

- To provide a challenging, diverse curriculum designed to be progressive and sequential.
- To guide students to feelings of enjoyment, accomplishment, and success in performing to the best of their ability.
- To develop a foundation of basic team and individual sport skills.
- To acquire a general knowledge and understanding of the rules and strategies for a variety of games and sports.
- To instill in students the importance of exercise and fitness in a healthy lifestyle.

006/016	Physical Education – 6th Grade			
	<i>Gr. 6</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
007/017	Physical Education – 7th Grade			
	<i>Gr. 7</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
008/018	Physical Education – 8th Grade			
	<i>Gr. 8</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
	The focus of the middle school curriculum is team sports and cooperative play. Classes meet three times each week all three trimesters. Added emphasis is placed on developing habits of personal fitness.			

(1st number Boys – 2nd number Girls)

Interdisciplinary Courses

Studying issues and texts from multiple perspectives enhances sophisticated thought, which is why Country Day supports interdisciplinary learning. While the middle school Computer, Health, and Theatre courses are required in their respective grade levels. The upper school interdisciplinary courses are electives that are offered for enrichment purposes, unless it is noted that the course fulfills a departmental requirement.

027	Health 7			
	<i>Gr. 7</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	Health 7 introduces students to basic concepts in health and encourages informed decision making and personal responsibility. The increasing problem of obesity in the U.S. is discussed and serves as a prequel to an extensive unit on healthy eating, drinking and daily exercise. In the second half of the trimester, focus shifts to the study of human sexuality and building healthy relationships. The male and female reproductive systems are presented and, from this platform, topics in sexuality are discussed as they relate to life choices. The approach to sexuality education is comprehensive in nature with a very strong emphasis on abstinence as the best choice for young people.			

028	Health 8 - Health and Information Literacy			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	This combined Health and Information Literacy class presents valuable skills of the research process while studying selected health topics. A general overview of the teen brain is introduced followed by a study of the physiological effects of drugs on the developing teen brain. Students research and discuss the mechanisms by which commonly abused drugs alter brain function. The correlation of substance abuse and sexual assault is also addressed. With role-play, students practice communication and refusal skills in peer-pressure situations. The research component of this course presents strategies for locating pertinent and reliable sources for research projects and practicing the skills necessary to become good digital citizens in our ever-changing world of technology. Skills presented for successful research include: developing search strategies, navigating databases, evaluating sources, and learning the steps to become good digital citizens. MLA format, including in-text and paraphrased citations, and plagiarism are also addressed.			